

# National Institute of Corrections

*announces*

## Core Correctional Interventions Training and Coaching: Pilot Site Selection

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### **INTRODUCTION**

Research demonstrates that the nature and content of discussions between justice professionals and offenders can positively influence recidivism rates<sup>1</sup>. The use of specific, evidence-based techniques during one-on-one interactions with offenders has been demonstrated to be more effective in promoting long-term public safety than traditional approaches to offender management. Research suggests that professionals who apply specific skills are more likely to contribute to decreased rates of recidivism, increases in public safety, and reduced instances of victimization. These skills include:

- Maximizing behavioral change opportunities;
- Effectively using authority and responses to pro-social and noncompliant behavior; and
- Utilizing relapse prevention and problem solving techniques to help offenders learn to reduce their risk of re-offense.

Positive outcomes have been realized in applying these skills in a variety of correctional settings. While several curricula have been created to facilitate development of these skills for sub-sets of corrections staff, heretofore a comprehensive curriculum suited for corrections professionals in multiple settings with varying responsibilities has not been developed.

The National Institute of Corrections seeks to identify a jurisdiction that is interested in pilot testing newly developed training curricula series designed to meet the varying needs of corrections professionals in diverse settings with varying roles and offender management responsibilities.

### **BACKGROUND**

The National Institute of Corrections launched the Core Correctional Interventions (CCI) Curriculum project in late 2012. The goal of the project is to produce a curricula series that will provide knowledge and skill development for corrections professionals serving in a variety of capacities. The purpose of the curricula is to equip staff to effectively use strategies demonstrated to be effective in reducing offender risk for re-offense.

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<sup>1</sup> See, for example, Trotter, 1996; Skeem, Loudon, Palaschek, & Camp, 2007; Bonta, Rugge, Scott, Bourgon, & Yessine, 2008, Taxman, 2008; and Robinson, Lowenkamp, Holsinger, Vanbenschoten, Alexander, & Oleson, 2011

The proposed curricula will use blended teaching methods and coaching/feedback. The curricula will be tailored to line corrections staff—both with and without longer-term case management responsibilities<sup>2</sup>—that routinely interact with offenders. In addition, the series includes training for first line supervisors, a train-the-trainers curriculum, as well as a curriculum for in-house staff who will serve as coaches to sustain staff proficiency in the core correctional interventions skills.

Through this announcement, NIC seeks to select an agency to pilot test the full curricula series. All of the trainings except the Train the Trainers course are anticipated to be conducted at the selected agency's physical location and the Train the Trainers course at the NIC Academy in Aurora, Colorado. The selected agency will receive the following:

1. **The delivery of web-based pre-training readiness webinars:** Three brief webinars will be provided. The first is designed to provide agency leadership with information that will enable them to effectively prepare staff to fully engage in the training curricula. The second will prepare first line supervisors for their training experience. The third will prepare line staff for participation in the training curricula.
2. **The delivery of Core Correctional Interventions for First Line Supervisors (16 hours of classroom time):** To ensure that first line supervisors are well positioned to support their staff in the use of the core correctional interventions skills, first line supervisors will be the first to receive—through a course specifically tailored to their role—training in core correctional interventions skills. Particularly emphasizing the role of supervisors in encouraging, mentoring, and leading staff, all selected first line supervisors<sup>3</sup> will first participate in the pre-training readiness webinar, then participate in the Level 1 Core Correctional Interventions training for supervisors (see below for further description of the Level 1 training). Those first line supervisors who supervise staff with ongoing case management responsibilities will then participate in the Level 2 Core Correctional Interventions training for supervisors.
3. **The delivery of the Level 1 Core Correctional Interventions Training for Line Staff (16 hours of classroom time):** This curriculum is designed for all line staff who routinely interact with offenders in either institutional or community settings. One training class for no less than six but no more than twenty-four staff will be provided. Following participation in the pre-training webinar, staff will receive training on-site over four days, with four hours per day of classroom instruction followed immediately by coaching. Coaching will include observation and feedback of trainees interacting with offenders in their own work setting.
4. **The delivery of the Level 2 Core Correctional Interventions Training for Line Staff (16 hours of classroom time):** Following completion of the Level 1 curriculum, staff who have on-going case management responsibilities will participate in the Level 2 curriculum.<sup>4</sup> This 4-day curriculum on case management related core correctional interventions skills will include an off-site web-based

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<sup>2</sup> Case management responsibilities are defined as the responsibility to work with offenders over a period of time, such as case managers in corrections facilities or probation/parole officers in community settings.

<sup>3</sup> Applicant agencies must have no less than six but no more than 24 first line supervisors who are appropriate for this training.

<sup>4</sup> This course also has a minimum requirement of six staff.

inter-session between the end of Level 1 training and the beginning of Level 2. The on-site Level 2 training will include classroom training in four-hour time blocks followed by individual coaching sessions with feedback. The coaching will include observation of the trainee in their normal work setting utilizing the core correctional interventions skills.

5. **The delivery of a Train the Trainers in Core Correctional Interventions curriculum (32 hours of classroom time):** In an effort to sustain staff skills in core correctional interventions over time, NIC and agency leadership will collaboratively identify a core group of four to six staff who have proficiency in serving as trainers and participated in the Level 1 and Level 2 curricula (supervisors and/or line staff) to serve as the agency's CCI trainers in the future. These individuals will participate in a 4-day on-site train-the-trainers curriculum.
6. **The delivery of Core Correctional Interventions Training for Coaches (16 hours of classroom time):** To further sustain the core correctional interventions effort, NIC will—in collaboration with agency leadership—identify three to ten individuals who participated in the Level 2 and/or Level 1 training to serve as in-house CCI coaches.

## **APPLICATION REQUIREMENTS AND PROCESS**

***Applications are being sought, on a competitive basis, from correctional agencies interested in working collaboratively with NIC and its partners to pilot test the Core Correctional Interventions Training Curriculum in its entirety. "Correctional agencies" are defined as federal, state, or local governmental organizations with responsibility for supervising offenders in the community.***

The following information is provided to describe the application requirements and the expectations of the selected pilot site.

### **Eligibility**

Agencies eligible to submit an application for the Core Correctional Interventions Curriculum Pilot Test must, at a minimum, serve a community corrections population. Agencies that serve both an institutional population and a community corrections population are eligible to apply.<sup>5</sup> Eligible agencies can serve adult or a combination of adult and juvenile offenders.

### **Length**

Applications shall be composed of four parts with the following page limits with one inch margins:

1. A cover letter of no more than one page
2. The application narrative, not to exceed six double-spaced pages
3. Appendix 1, not to exceed two pages
4. Appendix 2, not to exceed two pages

Additional attachments or longer applications will not be considered.

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<sup>5</sup> The U.S. Bureau of Prisons will pilot test the curriculum to assess its usefulness with the staff who supervise offenders in secure correctional settings. For this reason, it is not essential for the agency selected under this solicitation to also have responsibility for institutional corrections.

## **Pilot Site Expectations, Submission Requirements, and Site Selection Criteria**

### **1. *Identify a Pilot Site Coordinator.***

- a. **Expectation:** The participating agency must identify an individual to lead the pilot effort on their behalf. This individual will work closely with the NIC curricula development team and perform such duties as serving as the communications point person; participating in conference calls with the NIC project liaison/team; organizing and scheduling training events and other meetings/conference calls; facilitating timely and accurate communications between all parties; collecting data and other information as may be requested by NIC; administering surveys to agency staff; and documenting the experiences of training participants and the pilot site.
- b. **Submission Requirements:** Applicants should identify the Pilot Site Coordinator by name and title, and should describe the qualifications of, and rationale for, the selection of the proposed Pilot Site Coordinator.
- c. **Selection Criteria:** The applicant identifies an individual with the appropriate role, experience, standing, and availability to serve as the Pilot Site Coordinator for the duration of the project (i.e., nine months, February through October, 2014).

### **2. *Indicate a Willingness to Provide Feedback on the Effectiveness of the Curriculum and Coaching:***

- a. **Expectation:** The selected pilot agency must agree to participate in surveys that will enable NIC and the project team to assess the effectiveness of the Core Correctional Interventions training curriculum. Surveys will be conducted immediately following each training and will be repeated 4-6 weeks later to determine the degree to which the material provided was relevant to training participants' work, delivered in an effective manner, and applied to trainees' day-to-day practices.
- b. **Submission Requirements:** Applicants should acknowledge their willingness to coordinate the dissemination and collection of survey documents. Applicants should indicate whether staff has ready access to computer terminals with Internet access in order to participate in online surveys.
- c. **Selection Criteria:** The applicant demonstrates their agency's willingness to participate in the initiative; to learn from the pilot through surveys and other means; and provide staff access to computer terminals with Internet access to participate in online surveys.

### **3. *Indicate a Willingness to Participate in Pre-Classroom Activities to Prepare for the On-Site Learning and Participate in On-Site Training and Coaching:***

- a. **Expectation:** The pilot site will be expected to participate in activities that prepare agency staff for the on-site training. Activities may include asynchronous learning, involving relatively short pre-training webinars designed to deliver didactic material and respond to participants' questions. Synchronous methods may also be utilized to enable faculty to respond to participants' pre-training questions. Pilot participants will also be expected to complete reading assignments prior to and following the webinars. In addition, the pilot site must be able to provide appropriate training space and audio-visual equipment for the on-

site training and ensure that staff is made available to participate in all on- and off-site training and coaching sessions.

- b. **Submission Requirements:** The applicant should indicate their willingness to participate in pre-classroom activities to enhance the learning experience and reduce classroom time; to provide the necessary space and equipment to host the on-site training; and to ensure the availability of staff for all off- and on-site training components. The applicant should describe their capacity to participate in web-based training (e.g., staff has access to computer terminals in individual offices; the agency has training rooms with computer terminals; the agency has a conference room with one or more large monitors that are internet accessible; etc.).
- c. **Selection Criteria:** The applicant must demonstrate a willingness to participate in diverse learning environments and have the physical space and technological capacity necessary to enable training participants to participate in web-based training.

#### 4. **Identify Pilot Participants:**

- a. **Expectation:** Applicant agencies must provide services to adults and/or adults and juveniles in a community corrections setting (and may also operate correctional institutions, although this is optional). Applicant agencies must have no less than six first line supervisors who supervise line correctional staff who have routine contact with offenders; no less than six line staff who have these routine contacts; and no less than six line staff who have on-going case management responsibilities. In addition, applicant agencies must have at least two staff who are proficient in training skills.
- b. **Submission Requirements:** The applicant must clearly identify the names and titles of the proposed staff to participate in each of the following training components: first line supervisors training; Level 1 Core Correctional Interventions training; Level 2 Core Correctional Interventions training; and Train the Trainers. (Applicants should *not* pre-select individuals to participate in the coaches' curriculum. Coaches will be selected based upon their demonstration of the core correctional interventions skills during the training program.) This list of staff should be included as an Appendix. Within the body of the application, the applicant agency should briefly describe the rationale for the selection of these individuals and a brief description of their role in the agency.
- c. **Selection Criteria:** The applicant identifies the appropriate number and type of staff for participation in the curriculum series.

#### 5. **Agency Descriptive Information:**

- a. Applicants should include as Appendix 2 descriptive information about their agency. Appendix 2 should not exceed two pages and should include the following:
  - ✓ Indication of the settings in which staff work with offenders (i.e., community and/or institutional).
  - ✓ Indication of the population served (i.e., adults and/or juveniles).
  - ✓ Indication of the number of offenders served at any given time.

- ✓ The total number of staff in the agency; total number of first line supervisors with routine offender contact; total number of line staff with routine offender contact; and total number of line staff with case management responsibilities.
- ✓ The degree to which the agency has previously received evidence-based practices training and coaching and the applicant's level of confidence that the proposed training participants understand the risk, need, and responsivity (R/N/R) principles.
- ✓ The name of the agency's risk/need assessment tool; when the tool was first put into place; and the degree to which staff integrate the R/N assessment information into their work with offenders.

#### **6. Cover Letter:**

- a. A cover letter no longer than one page in length should be prepared that indicates the interest of the agency to participate in the pilot training initiative; the agency's ability to meet the required staff requirements for participation in the pilot; the agency's willingness to free up staff time to participate in the various components of the curricula as described; and the availability of appropriate agency staff for each of the noted training delivery components/dates. In addition, the letter should identify the specific, measurable goal that the Core Correctional Interventions training is anticipated to help their agency achieve. This long term goal should include intermediate measures to indicate that the Core Correctional Interventions training is getting them closer to achieving this overarching, longer term goal. The cover letter should be submitted by the head of the applicant agency and be addressed to Bernie Iszler, National Institute of Corrections (see below for address).

#### **Expected Outcomes of Participation as Pilot Training Sites**

The agency that is selected to participate in this pilot training initiative can expect to benefit from the following:

- ✓ Training designed to help achieve risk reduction (twenty four or more staff).
- ✓ Training for supervisors on the core correctional supervision skills required of staff seeking to reduce recidivism and an understanding of their role in assisting staff (six to twenty four supervisors).
- ✓ Coaching services for all of the staff who attended Level 1 and Level 2 services.
- ✓ Preparation for up to six trainers who will be able to provide the Core Correctional Interventions training to department staff.
- ✓ Preparation for three to ten coaches to provide coaching services to staff practicing core correctional interventions.

#### **PILOT TRAINING SITE APPLICATION PROCESS AND TIMELINE**

Applications from interested agencies will be reviewed on a competitive basis. Applicants are strongly urged to complete and submit an application only if agency leaders have a strong commitment to the initiative and its potential outcomes for their agency, staff and jurisdiction.

### **Important Dates**

- ✓ February 21, 2014: Applications are due by 5:00 pm EST.
- ✓ February 26, 2014: Top ranking applicants may receive follow-up information inquiries by telephone or email from the project team.
- ✓ March 3, 2014: Final selection decisions are anticipated.
- ✓ March 6, 10, 12, 2014: Convening of pre-training preparatory webinars for agency leadership (March 6), first line supervisors (March 10) and line staff (March 12).
- ✓ **March 25-26, 2014:** Core Correctional Interventions Level 1 Training for Supervisors
- ✓ **April 22-25, 2014:** Core Correctional Interventions Level 1 training for line staff
- ✓ **April 22-25, 2014:** Core Correctional Interventions Level 1 coaching
- ✓ **May 27-28, 2014:** Core Correctional Interventions Level 2 training for supervisors
- ✓ **June 10-13, 2014:** Core Correctional Interventions Level 2 training for line staff
- ✓ **June 10-13, 2014:** Core Correctional Interventions Level 2 coaching
- ✓ **September 8-11, 2014:** Core Correctional Interventions Train the Trainers
- ✓ **October 1-2, 2014:** Core Correctional Interventions Training for Coaches

### **Applications must be received by 5 p.m. (EST) on Friday, February 21, 2014.**

10 copies of the application prepared in hard-copy should be mailed to:

Bernie Iszler  
Acting Chief  
NIC Academy  
11900 E. Cornell Avenue  
Unit C  
Aurora, CO 80014

### **Further Information**

For further information or questions about the Core Correctional Interventions Training and Coaching Pilot Project please contact:

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